DOCUMENT RESUME

ED 075 526 UD 013 469

AUTHOR	Richardson, Eugene J., Jr.
TITLE	A Comparative Study of the Philadelphia Leadership Program at the Pennsylvania State University.
PUB DATE	Feb 73
NOTE	15p.; paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Academic Achievement; Administrative Personnel; Administrator Background; Admission (School); *Admission Criteria; Adult Education; Certification; *Doctoral Programs; *Educational Administration; Higher Education; *Leadership Training; *Principals; Program Evaluation
IDENTIFIERS	Pennsylvania State University; Philadelphia Leadership Program

ABSTRACT

This study was designed to determine if specially funded administrative training programs selecting participants through nonacademic criteria can be successful according to graduate school measures of success. The success of students admitted according to special criteria was compared with the success of students admitted through regular academic criteria. The study is also intended to determine if potential minority group administrators can be identified through measures of personal competence. This study of the Philadelphia Leadership Program (PLP) was conducted at The Pennsylvania State University. This program is a part of the federally funded Advanced Administrative Training Program of the School District of Philadelphia. The PLP has two sections, one for doctoral students in Educational Administration and one for students seeking principalship certification. In this study the minority group students of PLP were compared with non-minority students studying Educational Administration. The mean grade point averages of the students in the special program were compared with those of random samples of non-minority students who were admitted through regular admissions requirements. The mean Miller Analogies Test score of the special students was also compared with that of the random sample of regularly admitted doctoral students. (Author/JM)

ED 075526

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: EA | UD
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.
Transferred from EA

A COMPARATIVE STUDY OF THE PHILADELPHIA LEADERSHIP PROGRAM AT THE PENNSYLVANIA STATE UNIVERSITY

by

Eugene J. Richardson, Jr.

UD 013469

PURPOSE OF THE STUDY

The purpose of this study is to determine if specially funded administrative training programs selecting participants through non-academic criteria can be successful according to graduate school measures of success. The study is intended to determine if there is a significant difference related to specific measures of success in students admitted according to special criteria and participating in the special program versus those students admitted through regular academic criteria. The study is also intended to determine if potential minority group administrators can be identified through measures of personal competence.

This study of the Philadelphia Leadership Program was conducted at The Pennsylvania State University. The Philadelphia Leadership Program is a part of the Federally funded Advanced Administrative Training Program of the School District of Philadelphia. Students in the program attend The Pennsylvania State University at University Park, Pa.

The PLP has two sections, one of doctoral students in Educational Administration and one for students seeking principalship certification.

Doctoral students are selected from a group of applicants by a committee composed of administrators of the Philadelphi School District, personnel from the University including the Assistant Dean of The College of Education, the Director of the Division of Education Policy Studies, the Head of the section of Educational Administration and a student representative. Selections are based on undergraduate transcripts, letters of recommendation from superiors, experience and the prospective student's statement of commitment to education in Philadelphia and his purpose in

pursuing the doctorate. There were no qualifying test although students were requested to take the Miller Analogies Test just as a matter of record.

Once admitted, the students in the PLP followed the University's regular program of doctoral study in Educational Administration.

OBJECTIVES OF THE STUDY

1. To determine if minority group professional school personnel admitted to The Pennsylvania State University through non-academic criteria to doctoral study in Educational Administration scored as well on verbal (Miller Analogies Test) as a random sample of doctoral students who were admitted through standard academic criteria.

2. To determine if minority groups, professional school personnel admitted through non-academic criteria to doctoral study in Educational Administration would have grade point average in educational courses significantly different than a random sample of doctoral students who were attending The Pennsylvania State University.

3. To determine if minority group professional school personnel admitted through non-academic criteria to doctoral study in Educational Administration would have grade point averages in minor courses significantly different than a random sample of doctoral students who were attending The Pennsylvania State University.

4. To determine if there is a significant difference between the dropout rate of minority professional school personnel in a highly supportive doctoral program in educational administration at The Pennsylvania State University and a random sample of doctoral students in

the regular educational administration program at The Pennsylvania State University.

5. To determine if there is a significant difference between the career growth rate of students in a highly supportive doctoral program in educational administration at PSU and a random sample of doctoral students in the regular educational administration program.

6. To determine if minority group school personnel admitted through non-academic criteria to the principalship certification program could have significantly different grade point averages in educational administration courses than those of a random sample of students admitted through standard criteria.

7. To determine if minority group school personnel admitted through non-academic criteria to the principalship certification program would have significantly different grade point averages in minor courses than those of a random sample of students admitted through standard criteria.

8. To determine if there was a significant difference in Personal Competence between minority group school personnel who entered a graduate study program leading to principalship certification and minority group school personnel who had the opportunity but did not enter.

METHODOLOGY

In this study the minority group students of PLP were compared with non-minority students studying Educational Administration at The Pennsylvania State University. The mean grade point averages of the students in the special program at the PSU were compared with the grade point average of random samples of non-minority students who were admitted through regular admissions requirements. Four comparisons were made;

one for courses taken within the college of education and one for courses taken outside of the college of education. This procedure was followed for both doctoral students and those students seeking principalship certification.

The mean Miller Analogies Test score of the special students was compared with the mean score of the random sample of regularly admitted doctoral students.

All of the above comparisons were made by means of the T Test at the .05 level of significance.

Questionnaires were mailed to students in the doctoral sample to gather information about their job placement after being admitted to doctoral study, the amount of financial aid received, type of aid received and whether or not they were still pursuing the doctorate.

The returned questionnaires were analyzed and the incidence of job advancement and dropping out of the program were compared with the same factors of the students in PLP by means of a 2X2 table and the Chi Square Test of Independence at the .05 level.

The Personal Competence questionnaire, Angus Compbell et.al., 1960,[1] was mailed to minority group elementary school administrative assistants in the Philadelphia Leadership Program and those who had the opportunity to enter the program but did not choose to do so.

The Personal Competence questionnaire contained seven questions for which the respondents had to select one of two possible responses. A score of one was given for each answer that indicated the possession of personal competence.

---

[1] Robinson, John P. & Shaver, Phillip R., Measures of Social Psychological Attitudes. Institute of Social Research, The University of Michigan, Ann Arbor, Michigan. 1970. Page 102.

The returns were divided into three groups, those in the program, those not in the program but were holders of principalship certificates, and those not in the program and not holders of certificates.

The mean scores of the three groups were subjected to the test at the .05 level of significance to determine if there is a significant difference between the groups.

PRESENTATION OF DATA

The Miller Analogies Test results for PLP and sample are listed in Table I.* The raw scores are in rank order and the difference between individual scores is shown in the third column.

The grade point averages of the doctoral students both in PLP and in the sample are shown in Table II. The grade point average for courses taken in the College of Education is listed separately from the grade point averages for courses taken outside of the College of Education. The awarding of grade points was as follows: A=4, B=3, C=2, D=1.

The grade point average of the principalship certification students both in PLP and in the sample are shown in Table III. The GPA for courses taken in the College of Education are listed separately from the GPA for courses taken outside of the College of Education.

The number of students who remained in the doctoral program from PLP and the sample, Table IV, and the professional growth of the two groups, Table V, are in 2X2 format to show the bivariate nature of the data.

RESULTS

The doctoral students in the Philadelphia Leadership Program had a lower mean raw score on the Miller Analogies Test but it was not sig-

---

* All tables appear at the end of this paper.

nificantly lower at the .05 level. However, a rank order comparison, Table I, shows that all but one of the scores of the minority students is lower than its corresponding member in the sample. This is in accord with the hypothesis and other data on minority groups and verbal test.[1]

There is no difference in the mean grade point average for courses taken in the College of Education of the minority group doctoral students in the PLP and the doctoral students in the random sample of non-minority group students. The Philadelphia group's mean was higher, 3.61 as compared to 3.44, but the difference was not significant at .05. The academic performance of the specially admitted students was not distinguishable from those who were admitted through regular academic considerations.

In courses outside of the College of Education the minority doctoral students of the PLP had a mean grade point average that was significantly higher than the sample mean. The outside courses taken by the PLP were well scattered throughout the social sciences and liberal arts.

The highly supportive nature of PLP was probably responsible for a drop-out rate significantly lower than the random sample of doctoral students in Educational Administration.[2] Using the Chi Square Test of independence, the null hypothesis was rejected at .05. This is as hypothesized and is in agreement with other studies of non-academic correlates to success in doctoral study.

Both groups of students enjoyed professional growth at rates that were comparable even though the size of the school districts in which they worked were not.

---

[1]Phillips, Charles D., Jr., A Study of Non-Intellectual Factors That Correlated With The Completion of Doctoral Programs in a College of Education, Unpublished Dessertation, University of Alabama, 1968.

[2]Funkerstein, D. H., Current Problems in the Verbal and Quantitative Ability Subtest of the Medical Colleges Admissions Test. The Journal of Medical Education, 1965, page 1036.

PRINCIPALSHIP CERTIFICATION STUDENTS

Students in the principalship certification section of the PLP did as well in Educational Administration courses as the students in the sample but did significantly better in courses outside of the College of Education.

The outside courses taken by the sample of certification students were more diverse than those taken by the certification section of PLP. Most of the outside courses taken by the certification section of PLP were taken during the summer of 1971. A number of the PLP certification students were in those courses at the same time. There is the possibility of reciprocal assistance or even competition that could be a factor in the better performance.

PERSONAL COMPETENCE

The attempt to determine differences in the personal competence of three groups of elementary school administrative assistants was unsuccessful using Campbell's 1960 Personal Competence instrument. The T Test at .05, d.f. 41;42,21 gave results that supported a hypothesis of no significant difference in the mean personal competence scores of the three groups.

IMPLICATIONS FOR EDUCATION

The results of this study unequivecally shows that considerable numbers of minority group personnel in education can be successful in the quest for advanced degrees in Educational Administration.

There are methods of selecting candidates for advanced study in Educational Administration other than by test that have been proven to

be biazed against minority groups.[1] These tests may be by-passed with assurance that the standards of the University will not suffer.

The disproportionately small number of minority group persons in administrative positions in school districts is not based upon the lack of ability of the minorities in education. A means of correcting this situation was the subject of this study.

A large measure of success in training minority students can be gained by establishing a highly supportive structure of financial aid, giving reassurance that student success is desired and having professors who are in accord with the objectives of the program.

---

[1]Henderson, Algo D. & Gumas, Natalie E., Admitting Black Students to Medical and Dental Schools. California University, Berkely. Center For Research & Development in Higher Education.

TABLE I

MILLER ANALOGY TEST SCORES OF THE PHILADELPHIA LEADERSHIP PROGRAM AND OF A RANDOM SAMPLE OF DOCTORAL STUDENTS IN EDUCATIONAL ADMINISTRATION AT THE PENNSYLVANIA STATE UNIVERSITY

Rank Ordered Raw Scores

Philadelphia Leadership Program	Random Sample	Difference
78	89	-11
67	83	-16
65	81	-16
62	81	-19
62	79	-17
60	70	-10
58	60	- 2
58	60	- 2
52	56	- 4
48	54	- 6
46	54	- 8
43	50	- 7
33	51	-18
33	40	- 7
33	35	- 2
32	27	+ 5

N=16

TABLE II

GRADE POINT AVERAGES OF PRINCIPALSHIP CERTIFICATION STUDENTS IN THE PHILADELPHIA LEADERSHIP PROGRAM AND IN A RANDOM SAMPLE OF PRINCIPALSHIP CERTIFICATION STUDENTS AT THE PENNSYLVANIA STATE UNIVERSITY

Philadelphia Leadership Program		Random Sample	
In College of Education	Outside of College of Education	In College of Education	Outside of College of Education
3.30	3.00	3.20	2.00
3.33	4.00	3.50	4.00
3.17	3.50	3.00	3.00
3.64	4.00	3.50	3.50
2.80	3.33	3.25	3.00
3.22	4.00	3.00	2.66
2.90	3.00	3.17	2.50
4.00	4.00	3.17	3.25
3.50	4.00	4.00	3.00
3.56	4.00	3.13	3.00
3.78	4.00	3.66	2.00
3.57	4.00	3.66	2.50
3.66	4.00	3.33	4.00
3.14	3.33	3.60	3.18
3.85	3.67	3.65	2.50
3.45	4.00	3.50	4.00
2.45	3.50	3.58	2.00
3.78	4.00	2.75	2.80
3.38	4.00	3.47	3.50
3.07	3.50	3.15	2.00
3.33	4.00	3.74	3.38
4.00	4.00	2.80	2.50
3.11	2.50	3.66	3.50
3.45	4.00	3.50	3.25
2.80	4.00	4.00	3.00
3.20	4.00	3.33	4.00
3.33	4.00	3.00	3.00
2.00	4.00	2.50	3.00
3.22	4.00	3.50	3.50
3.55	3.50	3.72	3.57
4.00	4.00	3.25	2.50
3.17	4.00	3.14	2.40
2.00	3.00		
$\bar{X}$=3.29	$\bar{X}$=3.75	$\bar{X}$=3.37	$\bar{X}$=3.00
N=33		N=32	

TABLE III

GRADE POINT AVERAGES OF DOCTORAL STUDENTS IN THE PHILADELPHIA LEADERSHIP PROGRAM AND IN A RANDOM SAMPLE OF DOCTORAL STUDENTS IN EDUCATIONAL ADMINISTRATION AT THE PENNSYLVANIA STATE UNIVERSITY

Philadelphia Leadership Program		Random Sample	
In College of Education	Outside of College Education	In College of Education	Outside of College of Education
4.00	3.82	3.25	3.26
3.81	3.22	2.88	2.57
3.84	3.77	3.54	3.82
3.75	3.50	3.76	3.79
2.63	3.38	2.56	3.00
4.00	3.90	3.57	3.84
3.96	3.62	3.37	3.54
3.11	4.00	3.46	2.81
3.69	3.71	3.74	3.80
3.28	4.00	3.00	2.79
3.81	3.50	3.86	3.64
3.73	3.67	3.50	3.36
3.84	3.47	3.93	3.25
3.66	4.00	3.60	3.75
3.51	3.14	3.64	3.20
3.14	3.36	3.29	3.67
3.63	2.84	4.00	-
3.87	3.43	3.50	3.11
3.36	4.00	3.50	3.30
3.46	3.52	3.00	3.33
3.83	3.80	3.70	3.52
		3.62	3.00
		2.84	-
$\bar{X}$=3.61	$\bar{X}$=3.60	$\bar{X}$=3.44	$\bar{X}$=3.35
N=21		N=23	N=21

TABLE IV

THE RELATIONSHIP BETWEEN DOCTORAL STUDENT DROP-OUTS IN THE PHILADELPHIA LEADERSHIP PROGRAM AND IN A RANDOM SAMPLE OF DOCTORAL STUDENTS IN EDUCATIONAL ADMINISTRATION AT THE PENNSYLVANIA STATE UNIVERSITY

	Stayed in	Dropped out	
SAMPLE	11	6	17
P L P	21	1	22
	32	7	39

Testing the hypothesis of independence.

The table value for N_2 is 32.

$$N_2(A,D,N_1) = \text{Critical value}$$

$$N_2(1,11,7) = 31^{1}$$

The hypothesis of independence is rejected.

---

[1] Robert E. Clark, Critical Values in 2X2 Tables. (University Park, Pa.) Issued by The Department of Sociology, The Pennsylvania State University, 1969.

TABLE V

THE INCIDENCE OF PROFESSIONAL GROWTH FOR DOCTORAL STUDENTS IN THE PHILADELPHIA LEADERSHIP PROGRAM AND IN A RANDOM SAMPLE OF DOCTORAL STUDENTS IN EDUCATIONAL ADMINISTRATION AT THE PENNSYLVANIA STATE UNIVERSITY

	Grew	Did not grow	
SAMPLE	13	4	17
P L P	12	9	21
	25	13	38

Testing the hypothesis of independence.

The table value for N_2 is 25.

$N_2(A,D,N_1)$ = Critical value.

$N_2(4,12,13) = 33$ [2]

The hypothesis of independence is retained.

---

[2]Robert E. Clark, Critical Values in 2X2 Tables. (University Park, Pa.) Issued by The Department of Sociology, The Pennsylvania State University (1969), table 8.

REFERENCES

Buckley, James J. Determination to Pioneer: Six Ways of Improving The Process of Selecting Urban School Administrators. Phi Delta Kappan, February, 1971, page 361.

Campbell, Angus., Converse, Phillip E., Mothler, Warren E. and Stokes, Donald. The American Voter. University of Michigan, Survey Research Center, 1960.

Crossland, Fred E. Graduate Education and Black America. Ford Foundation, Office of Special Programs., Division of Education Research.

Funkerstein, D. H. Current Problems In The Verbal and Quantitative Ability Subtest of the Medical Colleges Admissions Test. The Journal of Medical Education, 1965, page 1036.

Green, Robert L. & Farquhar, William W. Negro Academic Motivation and Scholastic Achievement. In Wilcox, Rodger Ed. The Psychological Consequence of Being A Black American. New York: John Wiley & Sons, Inc., 1971, page 216.

Harleston, Bernard W. Higher Education For The Negro. In Wilcox, Rodger. Editor The Psychological Consequence of Being A Black American. New York: John Wiley & Sons, Inc., 1971.

Henderson, Algo D. & Gumas, Natalie E. Admitting Black Students to Medical and Dental Schools. California University, Berkely. Center For Research & Development in Higher Education, 1971.

Kahn, Arthur Jr. In, Admissions of The Disadvantaged to Professional Schools - Are we On The Right Track? College and University, Summer, 1970, page 366.

Pfeifer, Michael C. & Sedlacek, William E. The Validity of Academic Predictors for Black and White Students at The University of Maryland. Maryland University Cultural Study Center.

Phillips, Charles Derwood, Jr. A Study of Non-Intellectual Factors That Correlated With The Completion of Doctoral Programs In a College of Education, Unpublished Dessertation, University of Alabama, 1968.

Smith, M. Brewster. Competence and Socialization. In, Clausen, John A., Ed. Socialization and Society. Boston: Little Brown & Co., 1968, page 271.

Ubbens, Gerald C. and Hughes, Larry W. Preparation Programs for Top Level Negro Public School Administrators - A New Perspective. Journal of Negro Education, Spring, 1969, page 169.

White, R. W. Motivation Reconsidered: The Concept of Competence. Psychological Review, 1959, 66, 297-333.